AI and Your Courses New Faculty Orientation

Dr. Amy Lynch-Biniek, Composition Coordinator

What is AI?
Generative AI
Large Language Models
Image Generators
Code Generators…

Come to the pre-semester workshop, a joint Comp Conversations and CEL event:

Considering AI's Role in Your Fall Courses

Thursday, August 24, 2023, 10am,

RL 06 or via Zoom

Addressing AI in your syllabus

From the MLA & CCCC Taskforce on Writing & AI:

"Focus on approaches to academic integrity that support students rather than punish them and that promote a *collaborative* rather than adversarial relationship between teachers and students."

"Develop policy language around AI by promoting an *ethic of transparency* around any use of AI text that builds on our teaching about source citation."

(Emphasis added)

Cheating

The best vaccine against cheating is developing courses and pedagogies that engage students and their ideas and that respect the messy process of learning.

Read about and discuss AI with your students.

I recommend the the MLA & CCCC Taskforce on Writing & AI's Quick Start Guide to AI and Writing for a collection of good reads.

UNDERGRADUATE ACADEMIC HONESTY COMMITTEE

Description

Responsible for (1.) hearing testimony and/or reviewing evidence relevant to an allegation of undergraduate academic dishonesty; (2.) making a finding based on testimony and evidence presented; and, (3.) recommending a sanction, based on Policy ACA-027 Academic Honesty-Undergraduate Students. **Meetings:** As needed. **Terms:** 3 years. **Appointees:** 5 of the 6 members.

Visit the Undergraduate Academic Honesty Committee website for

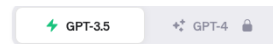the official policy, reporting form, and updates.

https://www.kutztown.edu/about-ku/administration/committees/undergraduate-academic-honesty-committee.html

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https://chat.openai.com/

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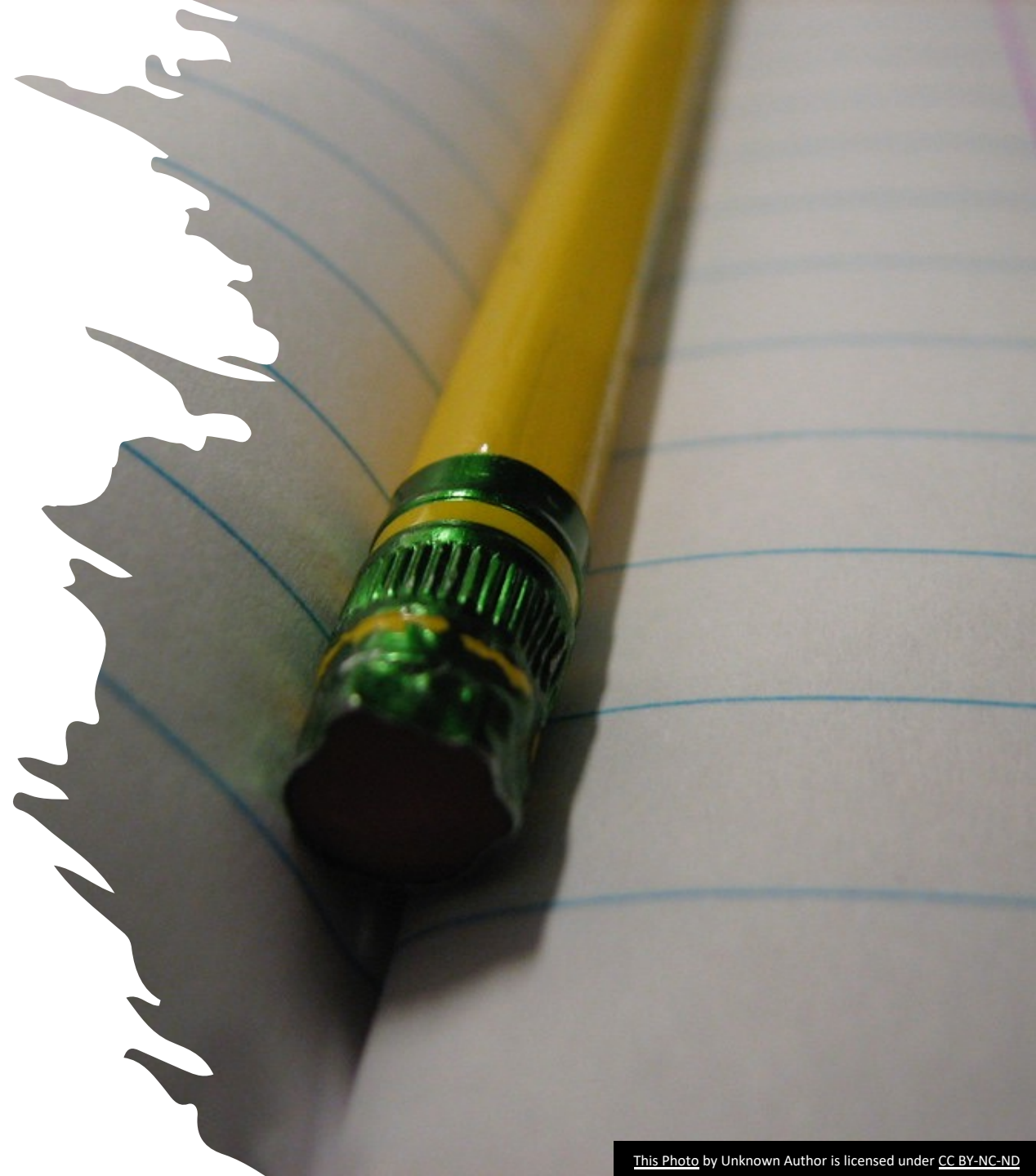
https://bard.google.com/

Experiment with AI tools

Comp Conversations:

Workshops focusing on the teaching of writing and the creation of writing assignments

Held in person and via Zoom

Amy Lynch-Biniek

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TOP FIVE THINGS YOU CAN DO TO PREPARE YOUR COURSES WITH AI IN MIND

1. Craft language for your syllabus focusing on the ethics of attribution and allowing room for our growth in understanding AI's potential. Avoid creating an atmosphere focused on surveillance and punishment. (See handout for samples.) See preliminary findings from the Undergraduate Academic Honesty Committee's study of academic honesty policy at KU (handout).

2. Read about and discuss AI with your students. We all need more education and perspectives.

3. Create meaningful assignments in which students will want to invest. The CEL and Comp Conversations can help!

4. Focus on *process* as much as *product*. Invite the messy thinking and mini failures that come with creating something. Learning is often better revealed in the process than in a product.

5. Experiment with AI tools yourself, even if you never intend to use them in your teaching. Hands-on experience is illuminating!

WANT TO LEARN MORE?

Come to the pre-semester workshop, a joint Comp Conversations and CEL event: Considering AI's Role in Your Fall Courses. Thursday, August 24, 2023, 10am, RL 06 or via
Zoom: https://kutztown.zoom.us/j/95187699965

RESOURCES

- Review the MLA-CCCC Joint Task Force on Writing and AI Working Paper: Overview of the Issues, Statement of Principles, and Recommendations & the Quick Start Guide to AI and Writing
- Visit the Center for Engaged Learning in Rohrbach Library 06.
- Attend Comp Conversations workshops in Lytle Hall and via Zoom.
- Join the Comp Conversations D2L site, filled with resources and ideas for teaching writing. Email Amy at lynchbin@kutztown.edu
- Check out the Undergraduate Academic Honesty Committee's webpage.

AMY LYNCH-BINIEK,
COMPOSITION COORDINATOR

Syllabus language from Dr. Erin Kraal:

Authentic Student Work

Authentic learning requires authentic work. The feedback-based evaluation system allows for students to reflect on and revise their work. In this process, mistakes are not penalized, but rather seen as opportunities for growth. In fact, mistakes are important aspects of learning the scientific research process! Therefore, it is critical to submit your own work. Submitting work completed by others (students, AI, problem set banks, etc) undermines this process. Use of AI (such as ChatGPT) may be appropriate in some situations and should be discussed in advance with the instructor. Students are always expected to submit their own work. In group work, students are expected to follow through on their obligations and will be evaluated on completion of their individual contributions. When using other sources (including AI), they must be properly documented. Science is based on developing and testing hypotheses. Scientific ethical standards demand authentic work and accurate citations. Inauthentic work will require resubmission and may result in a zero on the assignment and associated work.

Syllabus language from Dr. Amy Lynch-Biniek:

Academic Honesty

Don't let fear of failure or of being wrong keep you from handing in work that is genuinely yours. Be your *messy, imperfect, wonderful self* in all your work—that's how we learn and improve. Portfolio grading is meant, in part, to encourage this.

Don't copy others work or ask others to do it for you—both persons or AI. If you do, I'll ask you to begin again, or, depending on the context, you might fail the assignment.

One goal of the course is to help you to be an ethical writer and researcher. That means you fairly and accurately represent others, their texts, and their ideas in your own work. It also means you clearly and fully attribute or cite the work of others and include the voices of key stakeholders in your work.

Most plagiarism and academic dishonesty stem from novice mistakes, ignorance of the rules, & confusion regarding the expectations of public and academic writing. So, we will discuss the meaning of plagiarism in class & means of ethically attributing other's work.

You should also take the time to review the University's Academic Dishonesty policy. Plagiarism in the final portfolio will be reported to KU administration.

Generative AI and Language Learning Models

We'll discuss in depth the potential uses of generative AI in class. In brief, you should not use AI unless its use in your project is explicitly discussed with and approved by the professor.

Uses of generative AI must be clearly documented and cited in all work.

Failure to follow these guidelines will be considered academic dishonesty.

Advice From Dr. Sandra M. Leonard, Associate Professor of English and Chair of the Undergraduate Academic Honesty Committee

*Make syllabus and assignment policies on AI, source use, student collaboration (including study sessions), and the use of online "tutoring services" such as Chegg very clear to students. Put it all in writing. Communicate exactly what is and is not appropriate for *your* specific course (e.g. "don't use calculators," "use AI only for idea-generation, not for composition," or "study groups are ok for homework but not during exams"). Not only does this aid students in avoiding problems, but if there's an academic honesty hearing, we often ask to see these course policy documents to better understand what might be a clear violation of policy within your course culture.

*Communicate with your department head about the issue, but please know that, according to the policy, you do not need departmental or college approval to make a report of academic dishonesty.

*Feel free to contact the committee and/or the Registrar (who is often the first point of contact for initiating a hearing) for clarification on the policy and procedure. You may also ask the Registrar whether or not this is the student's first instance of an academic honesty violation.

*If you make a report, it is recommended that you keep and document things relevant to the case and submit this documentation along with the report form.

*Know that following the policy timeline is of vital importance in bringing forth a hearing.

*Know that the academic honesty committee is made up of faculty, just like you, and the Registrar. We do not make judgments on the course or its instructor, and we keep the details of all cases confidential. Many of us are on this committee because we understand the great stress that academic honesty violations can cause for both faculty and students.

*Know that we understand that academic honesty violations can happen even in the best-delivered and best-planned courses.

Visit the Undergraduate Academic Honesty Committee's webpage: https://www.kutztown.edu/about-ku/administration/committees/undergraduate-academic-honesty-committee.html

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Citing Generative AI

Official APA
https://apastyle.apa.org/blog/how-to-cite-chatgpt

Official MLA
https://style.mla.org/citing-generative-ai/

APA, MLA, Chicago, Vancouver, CSE
An interpretation from Dalhousie University Libraries
https://dal.ca.libguides.com/CitationStyleGuide/citing-ai

APA, AGLC, Chicago, MLA, UQ Harvard, Vancouver
An interpretation from the University of Queensland, Australia
https://guides.library.uq.edu.au/referencing/chatgpt-and-generative-ai-tools

Sample Syllabus Statements for the Use of AI Tools in Your Course
The following guidance is provided to assist you in developing coherent policies on the use of generative AI tools in your course. Please adjust the guidance to fit your particular context. Remember also to note in specific assignment descriptions where AI use is allowed or disallowed.

Acceptable and Unacceptable Use of AI
[This syllabus statement is useful when you are allowing the use of AI tools for certain purposes, but not for others. Adjust this statement to reflect your particular parameters of acceptable use. The following is an example.]

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:
- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is <u>not</u> permitted in this course for the following activities:
- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on <u>academic honesty</u>. For example, *[Insert citation style for your discipline. See these resources for <u>APA guidance</u>, and for <u>other citation formats</u>.].* Any assignment that is found to have used generative AI tools in unauthorized ways *[insert the penalty here*].* When in doubt about permitted usage, please ask for clarification.

Use Encouraged and Permitted
[*This syllabus statement is useful when you are allowing, and perhaps encouraging, broad use of generative AI tools.)*

You are welcome/expected to use generative AI tools (e.g. ChatGPT, Dall-e, etc.) in this class as doing so aligns with the course learning goal *[insert the course learning goal use of AI aligns with].* You are responsible for the information you submit based on an AI query (for instance, that it does not violate

intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. For example, *[Insert citation style for your discipline. See these resources for APA guidance, and for other citation formats.]*

Use Prohibited
[*This syllabus statement is useful when you are forbidding all use of generative AI tools for any purpose in your class.*]

The use of generative AI tools (such as ChatGPT, DALL-E, etc.) are not permitted in this class; therefore, any use of AI tools for work in this class may be considered a violation of Temple University's Academic Honesty policy and Student Conduct Code, since the work is not your own. The use of unauthorized AI tools will result in *[insert the penalty here*].*

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* We highly recommend that you have conversations in your department about the appropriate penalties for unauthorized use of an AI. It is important to think about the appropriate level of penalty for first-time offenders and those who repeatedly violate your policies on the use of AI.